

The Effect of Reward, Physical Environment and Work Motivation toward Effective Implementation of Tri Dharma Perguruan Tinggi (A Causal Study of FKIP Lecturers at Private University in Medan)

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Abstract— The purpose of this study is to find out the effect of reward, physical environment and motivation to work toward effective implementation of Tridharma Perguruan Tinggi at Private University in Medan. The research applied an inferential quantitative approach, with a method of causal study with path analysis. Data was gathered from 70 respondents which selected by using simple random sampling. The findings of the research are: 1) There is a positive effect of reward toward the effective implementation of Tri Dharma Perguruan Tinggi. 2) There is a positive effect of physical environment toward the effective implementation of Tri Dharma Perguruan Tinggi, 3) There is a positive effect of work motivation toward the effective implementation of Tri Dharma Perguruan Tinggi, 4) There is a positive effect of reward toward the work motivation, 5) There is a positive effect of physical environment toward the work motivation. The result of the research shows that reward, physical environment and work motivation are able to improve the effective implementation of Tri Dharma Perguruan Tinggi.

Keywords— Reward, Physical Environment, Work Motivation, Effective Implementation.

I. INTRODUCTION

The stages of achieving the national development goals can be done through the achievement of national education objectives. Therefore, the process of achieving the goals of national education should get a correct understanding by everyone involved in the practice of decision-making and implementing education, from elementary to tertiary level. In reaching the goals of higher education is strongly influenced by the implementation of Tri Dharma Perguruan Tinggi (Three Pillars of Higher Education comprising Education, Research and Community Service) done by lecturers. Because they have an important role to empower students.

Lecturers are the main resource component responsible for achieving the overall quality objectives in Tri Dharma Perguruan Tinggi. Lecturers determine the quality of academic implementation of undergraduate courses. In this study, the implementation of Tri Dharma Perguruan Tinggi is the measurement of the level of conformity of the procedure or the way of implementation by the lecturers in implementing education, research and community service, with indicators, 1) the procedure or the right way of implementation, 2) the maximum effort made, 3) the accuracy of the tools used, and 4) the results achieved. Furthermore, Danish (2010: 163) in his study concluded that there was a positive and significant relationship between rewards and motivation. Siddique's research (2011: 190), concluded that reward both in the form of financial and non financial positive correlated and can increase work motivation and work result. This research tries to explore the effective implementation of college tridharma with influencing factors, comprising reward, physical environment and work motivation.

II. LITERATURE REVIEW

2.1 Reward

Reward is a positive work result for the individual. The rewards are what one wants and is provided for one after work, (Mullins, 2005: 493, Casio, 2003: 416, Hersey, Blanchard and Dewey, 2008: 160). Rewards by the organization include direct finance in the form of salaries, as well as indirectly in the form of benefits or benefits, as well as non-financial forms of protection or insurance programs, involvement in decision-making, effective supervision, recognition, training opportunities, organization. (Chermerhorn, 1996: 28, Ivancevich, Kenopaske and Matteson, 2008: 177, Mathis & Jackson, 2003: 71). The rewards can be financially secure (Mullins, 2005: 959, Mitchell and Larson, 2001: 226). The value of rewards refers to how rewards are given to

employees. One of the factors that determine the willingness of employees to mobilize their business is the comparison between the business they provide and the reward value offered by the organization. Managers can reward salaries or promotions, praise, attention, and recognition, and can also reward subordinate behavior (Daft, 2012: 456, Robbins, 2009: 486). In this study, the reward is a award given by private universities to lecturers on the performance of work both financially and non financially with indicators, 1) financial rewards: a. salary, b. allowance, c. incentives, insurance, and 2) non financial rewards: a. promotion, b. justice, c. attention, and d. recognition.

2.2 Physical Environment

Physical Environment is the availability of infrastructure used by lecturers who can support the implementation of learning. The availability of adequate learning facilities, will help smooth the implementation of learning activities in universities, so as to produce qualified graduates, (Gummings and Worley, 2009: 748). Humans can not do activities without environmental support. The physical environment is seen as a resource, used in the production process, to produce goods and services for society. The internal environment of the manager's work includes corporate culture, production technology, organizational structure, and physical facilities. When everything fits, employees will be committed to creating high organizational performance that is hard to beat, (Daft (2012: 77). The physical environment includes the physical and social contexts in which the client system (individual, group, or organization) functions. The physical environment is related to all physical aspects consisting of: temperature, noise, light, ventilation, tools used, working methods, materials used, sequence in which work is performed, building materials, interior conditions, work locations, shif work, occupational safety, crop conditions, types of technology, raw materials, and rates of change, (Mullins, 2005: 693, George, 2004: 5-6, Stokols and Altman 1987: 733; Moorhead and Griffin 1992: 568, Buchholz, 1989: 409), (Gibson at all, 2006: 16). In the scope of college, the fifth environment is the availability of facilities and infrastructure in universities, such as: access to the entrance of the campus, parking lots, campus building arrangement, availability, adequacy and placement of office equipment for lecturers and learning tools for students, the completeness of the library, , air ventilation, lighting, clean water, telephone, internet, access (convenience) and clear procedures on the use of learning facilities, working methods and materials used in support of college activities. Physical environment, in addition to improving performance can also be a source of stress.

Temperatures that are too high or too low, hazardous vapors may exist, employees cramped toward small offices, or the possibility of physical harm. anxiety due to uncertain environmental factors brought toward the workplace and personal life affecting individual activities. In this study the physical environment in question is all available physical resources in the campus environment that can be used by lecturers in the implementation of work covering public facilities, office and learning either directly or indirectly with indicators: 1) Availability: a) type, b) quantity, c) quality, 2) Ease of use: a) usage guidelines (manual) and b) access to use.

2.3 Work Motivation

Motivation to work is a force that results from a person's desire to satisfy his needs. It involves a conscious decision to do one or more activities with greater effort than doing other activities that compete for attention. Motivation is a force that energizes human behavior in setting goals. Motivation is the process of generating and maintaining the behavior directed at the goal. The definition of motivation contains three elements: 1) the existence of some need, motive, or purpose that triggers action, 2) a selection process that directs the selection of action, and 3) the level of business intensity applied to the selected action (Bloisi, Cook and Hunsaker, 2003: 173, Peterson, Beck and Rowell, 1992: 136, Nelson and Quick, 2005: 104). Motivation is the internal state experienced by the individual as a process that provides the individual's intensity, direction, and persistence of effort toward achieving goals. With motivation one has the power that drives the level of perseverance, the clear direction and the level of work done at work, (Robbins, 2009: 209, Luthans and Doh, 2009: 391, Greenberg and Baron, 2003: 190, Furhan, 2006: 278, Landy, 2004: 337, Schermerhorn, 2011: 130, Gummings and Worley, 2009: 751, George and Jones, 2005: 175). Work motivation is one of the factors that influence the effective of the organization, including the college organization through the effective of the implementation of the college tridharma, (Hersey, Blanchard and Jhonson, 2008: 233), the achievement of goals is dominated by motivation factors other than factors (Armstrong, 2006: 131). In this study, work motivation refers to the psychological drive in the lecturers to carry out the work optimally and obtain maximum results with indicators: 1) work behavior: a. directed, b. diligent and c. intense, and 2) make efforts: a. increasing competence and b. following procedures

III. METHODOLOGY

3.1. Population and Sample

This study used an inferential quantitative approach, with a method of causal study, with an affordable population of 216 lecturers of 36 Teaching and Training

Programs at 8 Universitas Swasta in Medan. Sample is 70 lecturers selected by using simple random sampling.

The data were collected by using self-closing questionnaire, where 42 valid items for reward variable, 57 items for physical environment variable, 38 items for work motivation variable, and 46 items for effective

implementation variable of Tri Dharma Perguruan Tinggi. All items have reliability in value high ($r_{11} X_1 = 0.988$, $X_2 = 0.997$, $X_3 = 0.954$ and $X_4 = 0.987$). Data analysis was done by path data analysis technique using SPSS program.

IV. RESULT AND DISCUSSION

Fig.1: The results of the first model substructure analysis

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std.Error	Beta		
1 Constant)	-10,627	25,848		-,411	,682
Rewards	,429	,184	,234	2,338	,022
Physical	,363	,087	,427	4,166	,000
Environment	,3456	,172	,221	2,010	,049

a. Dependent variable: effective implementation of Tri Dharma Perguruan Tinggi

From the data calculation of first model substructure analysis, it was obtained that path coefficient (*beta*) or standardized coefficients with H_0 rejection criteria if t_{count} is greater than t_{table} or $t_0 > t_{\alpha, n-4}$ with the following results:

1. The first path coefficient (p_{41}) = 0,234 with $t_{\text{count}} = 2,338$ compare with t_{table} value at the level of significance or $\alpha = 0,05$. The value of $t_{\alpha, n-4}$ is 2,00. Because $t_{\text{count}} > t_{\text{table}}$ then reject H_0 or in other words the reward affects the effective implementation of Tri Dharma Perguruan Tinggi reached $0,234 \times 100\% = 23,4\%$.
2. The second line coefficient (p_{42}) = 0,427 with $t_{\text{count}} = 4,166$ compare with t_{table} value at the level of significance or $\alpha = 0.05$. The value of $t_{\alpha, n-4}$ is 2,00. Because $t_{\text{count}} > t_{\text{table}}$ then reject H_0 or in other words the physical environment affects the effective

implementation of Tri Dharma Perguruan Tinggi reached $0,427 \times 100\% = 42,7\%$

3. The coefficient of the third line (p_{43}) = 0,221 with $t_{\text{count}} = 2,010$ compare with t_{table} value at the level of significance or $\alpha = 0.05$. The value of $t_{\alpha, n-4}$ is 2,00. Because $t_{\text{count}} > t_{\text{table}}$ then reject H_0 or in other words motivation to work affect the effective implementation of Tri Dharma Perguruan Tinggi reached $0,221 \times 100\%$ or 22,1%
4. The structural equations formed on the first substructure model formed by the path coefficients of the variables X_1 to X_4 , the variables X_2 to X_4 , and the path coefficients of the variables X_3 to X_4 are: $X_4 = p_{41}X_1 + p_{42}X_2 + p_{43}X_3 + p_{4\epsilon}$. With a large $R^2_{(123)} = 0,5057$ so $p_{4\epsilon} = 0,4943$. Thus the form of structural equation in the first sub-structural model is $X_4 = 0,234X_1 + 0,427X_2 + 0,221X_3 + 0,4943$.

Fig.2: The results of the second model substructure analysis

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std.Error	Beta		
2 (Constant)	40,369	17,659		2,286	,025
Rewards	,407	,120	,349	3,382	,001
Physical	,215	,056	,397	3,853	,000

b. Dependent variable: work motivation

From the data calculation of second model substructure analysis, it was obtained that path coefficient (*beta*) or standardized coefficients with H_0 rejection criteria if t_{count} is greater than t_{table} or $t_0 > t_{\alpha, n-3}$ with the following results:

1. The first line coefficient (p_{31}) = 0,349 with $t_{\text{count}} = 3,382$ compare with t_{table} value at the level of

significance or $\alpha = 0.05$. The value of $t_{\alpha, n-3}$ by 2.00. Because $t_{\text{count}} > t_{\text{table}}$ then reject H_0 or in other words the reward affects work motivation reached $0,349 \times 100\% = 34,94\%$.

2. The second line coefficient (p_{32}) = 0,397 with $t_{\text{count}} = 3,853$ compare with t_{table} value at the level of

significance or $\alpha = 0.05$. The value of $t_{\alpha, n-3}$ is 2.00. Because $t_{\text{count}} > t_{\text{table}}$ then reject H_0 or in other words the physical environment affects work motivation reached $0,397 \times 100\% = 39,7\%$.

3. The structural equations formed on the first substructure model formed by the line coefficients of the variables X_1 ke X_3 and line coefficient of variables X_2 ke X_3 are: $X_3 = \rho_{31}X_1 + \rho_{32}X_2 + \rho_{3\varepsilon_1}$. Where the value of $R^2_{(12)} = 0,378$ so $\rho_{3\varepsilon_1} = \sqrt{1-0,378} = 0,622$. Thus the form of structural equation in second sub-structural model is $X_3 = 0,349X_1 + 0,397X_2 + 0,622$.

From the research result, the discussion can be stated as follows:

1. The research finding shows that reward has a positive effect on the effective implementation of Tri Dharma Perguruan Tinggi. It means that if appreciation is high then effective implementation of Tri Dharma Perguruan Tinggi will increase.
2. The research findings show that physical environment has a positive effect on the effective implementation of Tri Dharma Perguruan Tinggi. It means that if physical environment is good then effective implementation of Tri Dharma Perguruan Tinggi will increase.
3. The research findings show that work motivation has a positive effect on the effective implementation of Tri Dharma Perguruan Tinggi. It means that if work motivation is high then effective implementation of Tri Dharma Perguruan Tinggi will increase.
4. The research findings shows that reward has a positive effect on work motivation. It means that if appreciation is high then work motivation will increase.
5. The research findings show that physical environment has a positive effect on work motivation. It means that if the physical environment is good then work motivation will increase.

V. CONCLUSION

From the findings of this study, it can be concluded that the variations that occur on the effective implementation of Tri Dharma Perguruan Tinggi is influenced by rewards, physical environment and work motivation. Based on the conclusion, implications of this study are:

1. If will improve the effective implementation of Tri Dharma Perguruan Tinggi, then increase the rewards given to the lecturer, both financially: in the form of salary, allowances, incentives and insurance, and non-financial in the form of opportunities for promotion of positions, treated fairly, received attention and recognition for performance by leadership elements.

2. If will improve the effective implementation of Tri Dharma Perguruan Tinggi, then improve the campus physical environment. Improving the physical environment can be done by: 1) increasing the availability of facilities by type, quantity, quality, and 2) based on their ease of use.
3. If will improve the effective implementation of Tri Dharma Perguruan Tinggi, then increase work motivation, by improving the rewards in accordance with the expectations of lecturers and improve the physical environment that supports the implementation of lecturer duties.
4. If will increase work motivation, then increase your rewards.
5. If will increase work motivation, then improve the physical environment by: 1) increasing availability by type, quantity, quality, and 2) based on easy to use.

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